Informative / Explanatory Writing

Informative/Explanatory Writing

OVERVIEW

Definition

- writing that provides information about a topic or that explains *how* or *why*
- **Examples**:
- How an essay argues that being optimistic is effective.
- Why an author prefers to discuss nature in their poem.
- How a poet uses symbolism to express the sadness they feel.

Format #1: How *X* is Used

- Introduction
- Element #1
- Element #2
- Element #3
- Element #4
- Element #5
- Conclusion (optional)

Format #2: How *X* Occurs

- Introduction
- Occurrence #1
- Occurrence #2
- Occurrence #3
- Occurrence #4
- Occurrence #5
- Conclusion (optional)

Format #3: Why *X* Occurs

- Introduction
- Reason #1
- Reason #2
- Reason #3
- Reason #4
- Reason #5
- Conclusion (optional)

Format #4: Characteristics

- Introduction
- Characteristic #1
- Characteristic #2
- Characteristic #3
- Characteristic #4
- Characteristic #5
- Conclusion (optional)

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DEVELOPMENT

Development in I/E Writing

- Uses evidence from the texts to support
- Information/Explanation is insightful (i.e. shows thought) and thorough (i.e. doesn't leave anything out)
- Evidence is used accurately (i.e. shows you understand what the text is saying)
- Elaborates on ideas in the text (i.e. doesn't just present the ideas… adds your analysis)

Development in I/E Writing (Rubric)

- The writing:
- utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully develop the topic.
- thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic and the stimuli.

Focus & Organization: I/E Writing

- Introduction has **hook**, **thesis**, **background information**
- Body paragraphs are **ordered logically**, **use transitions** to connect ideas, **lead the reader** to your conclusion
- Ideas are **connected to each other**, **supported with textual citations/references**
- Concluding statement is **thoughtful**, **sums up the idea**

Focus & Organization: I/E Writing (Rubric)

- In response to the text & prompt, the writing:
  - contains an effective and relevant introduction.
  - utilizes effective organizational strategies to create a unified whole and to aid in comprehension.
  - effectively clarifies relationships among ideas and concepts to create cohesion.
  - contains an effective and relevant concluding statement or section.

Prompt Practice #1

- In "Hope is the thing with feathers", Dickinson compares the concept of hope to a bird. Identify the ways she uses this metaphor to talk about hope. Connect each of your explanations to a specific line(s) from the poem.

Prompt Practice #1 Task #1

- Create an outline using the following structure:
  - Introduction
  - Metaphor #1
  - Metaphor #2
  - Metaphor #3
  - Conclusion

Prompt Practice #1 Task #1 Example

- Metaphor #1: ““Hope” is the thing with feathers -”
- Explanation: She is comparing hope to a bird, which is an image she will use the rest of the poem.

Prompt Practice #1 Task #2

- Write a paragraph for METAPHOR #1. You should attempt to score a 4 on the rubric:
- In response to the task and the stimuli, the writing: utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully develop the topic.
- thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic and the stimuli.

Sample Paragraph

- Dickinson begins her poem by directly connecting her main concept- hope- to the image that symbolizes it: a bird. She writes that “Hope is the thing with feathers-”, leaving little doubt that she wants the reader to think of Hope when they imagine a bird later in the poem (li.1). Later in the poem, it becomes clear that she wants the reader to imagine Hope as a smallish, friendly bird rather than a larger bird of prey (li.7). The reader imagines that hope, this “thing with feathers”, is vulnerable to the troubles of life, but also capable of helping and supporting us through those troubles.